

# The Essential Features of Individual Supports: Systems, Systems, Systems

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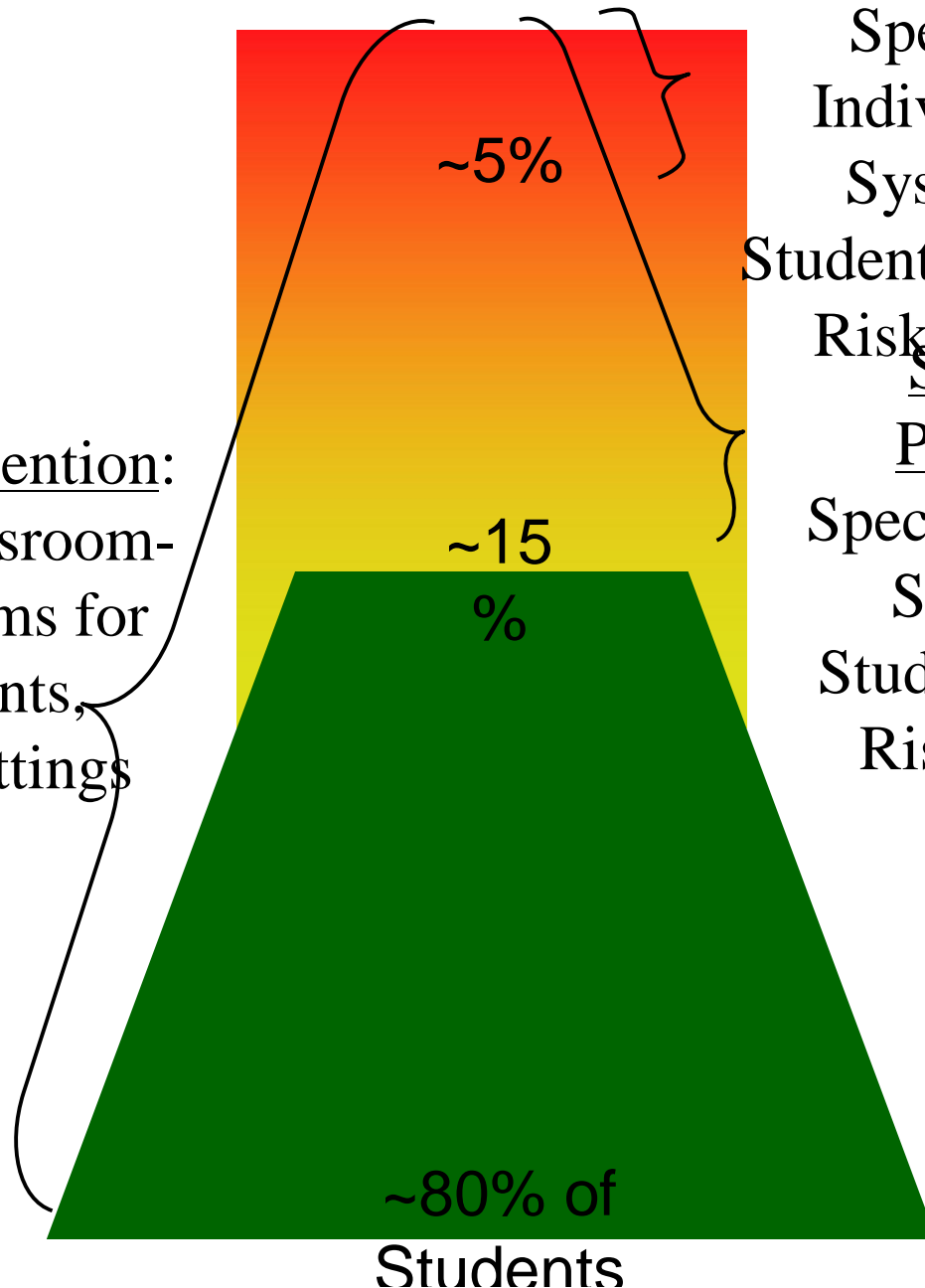
# Agenda

1. Overview of key features of individual PBS assessment and plan development
2. Behavior Basics- Technical Aspects
3. Necessity of changing learning environments = need for system support
4. Keeping it SIMPLE
5. Applying Logic to your school

# What can you do...

- Tomorrow...
- By the end of the school year...
- During the summer break...
- By the beginning of the new school year..
- 1, 3, 5 years from now....

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings

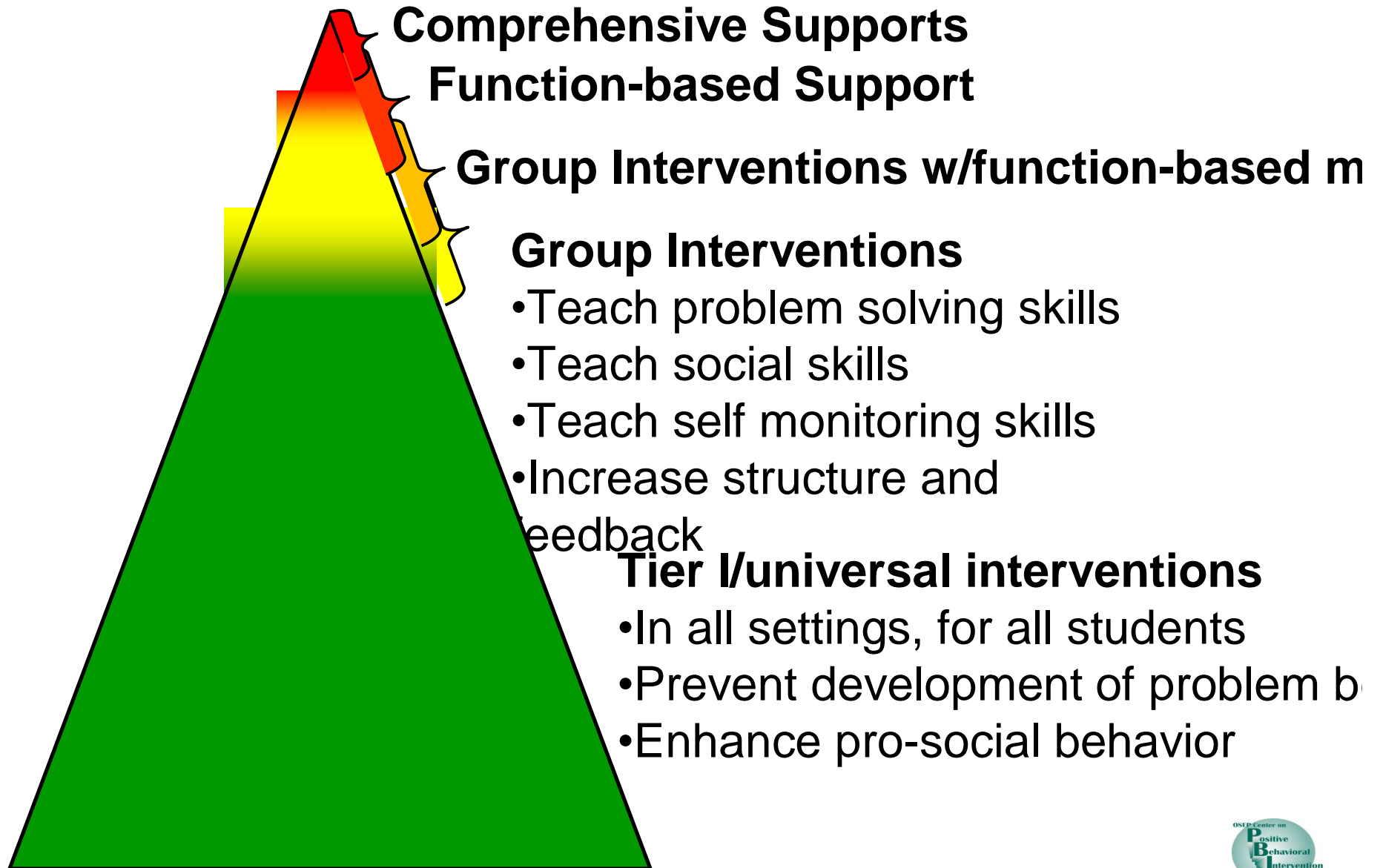


Tertiary Prevention:

Specialized  
Individualized  
Systems for  
Students with High-  
Risk Behavior

Secondary Prevention:

Specialized Group  
Systems for  
Students with At-  
Risk Behavior



# Purpose of an FBA...What an FBA is NOT

- A step to determining eligibility for SpEd
- Only for students with a SpEd label
- A specific form
- An outcome or goal
- An intervention

# Purpose of FBA

- Define what the student is doing/not doing
  - What is the problem?
  - What should the student be doing instead?
- Develop hypothesis useful for intervention development
  - Events that evoke problem behavior
  - Events that follow and maintain the response

# Why do we behave?

**Modeling? Accident? Instinct?**

## Why Do we keep behaving?

**IT WORKS!**



# Where it starts

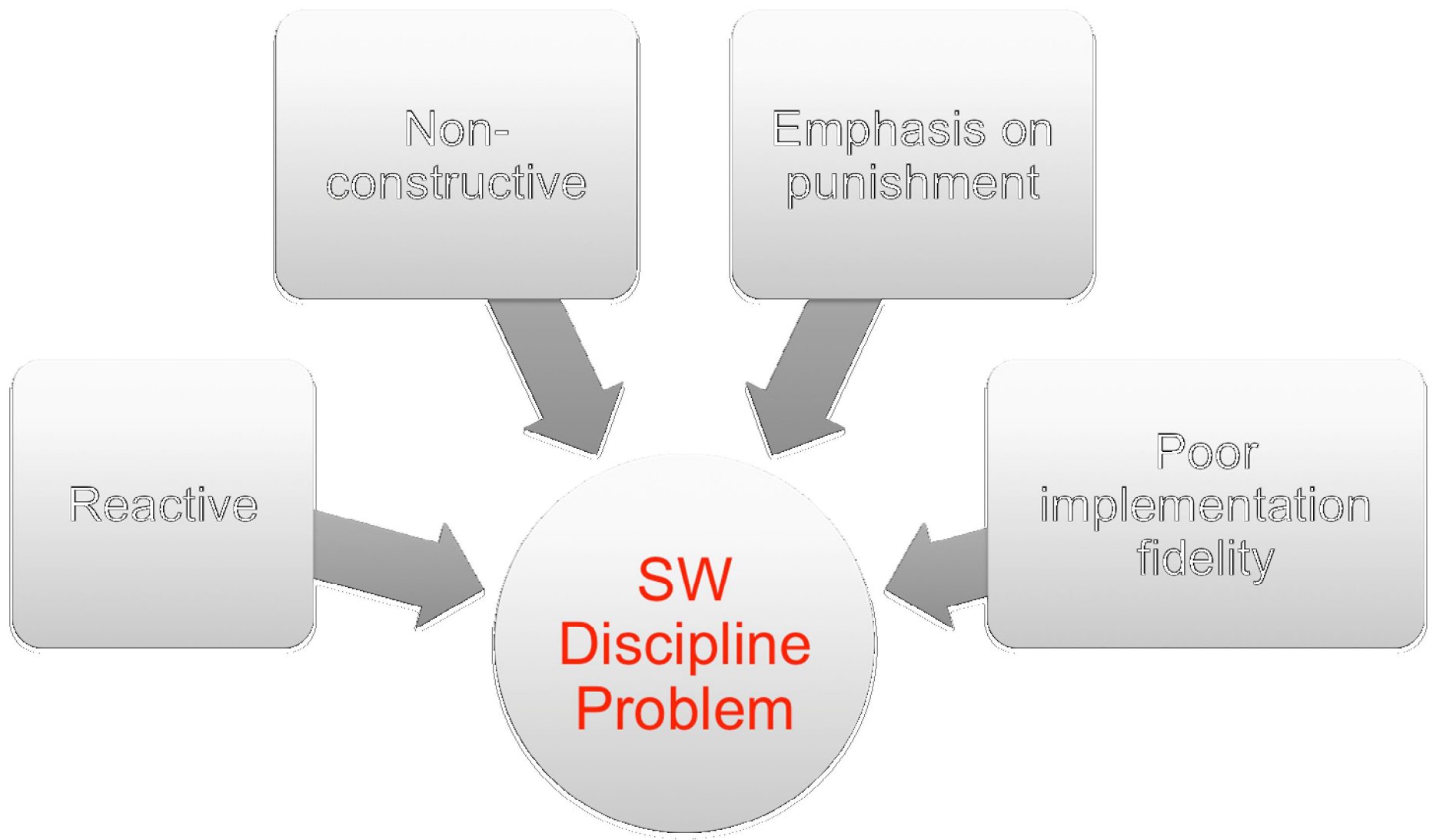
# BIZARRO

In my 23 years of teaching, your son is my favorite student to have absent.



# Where it often Ends

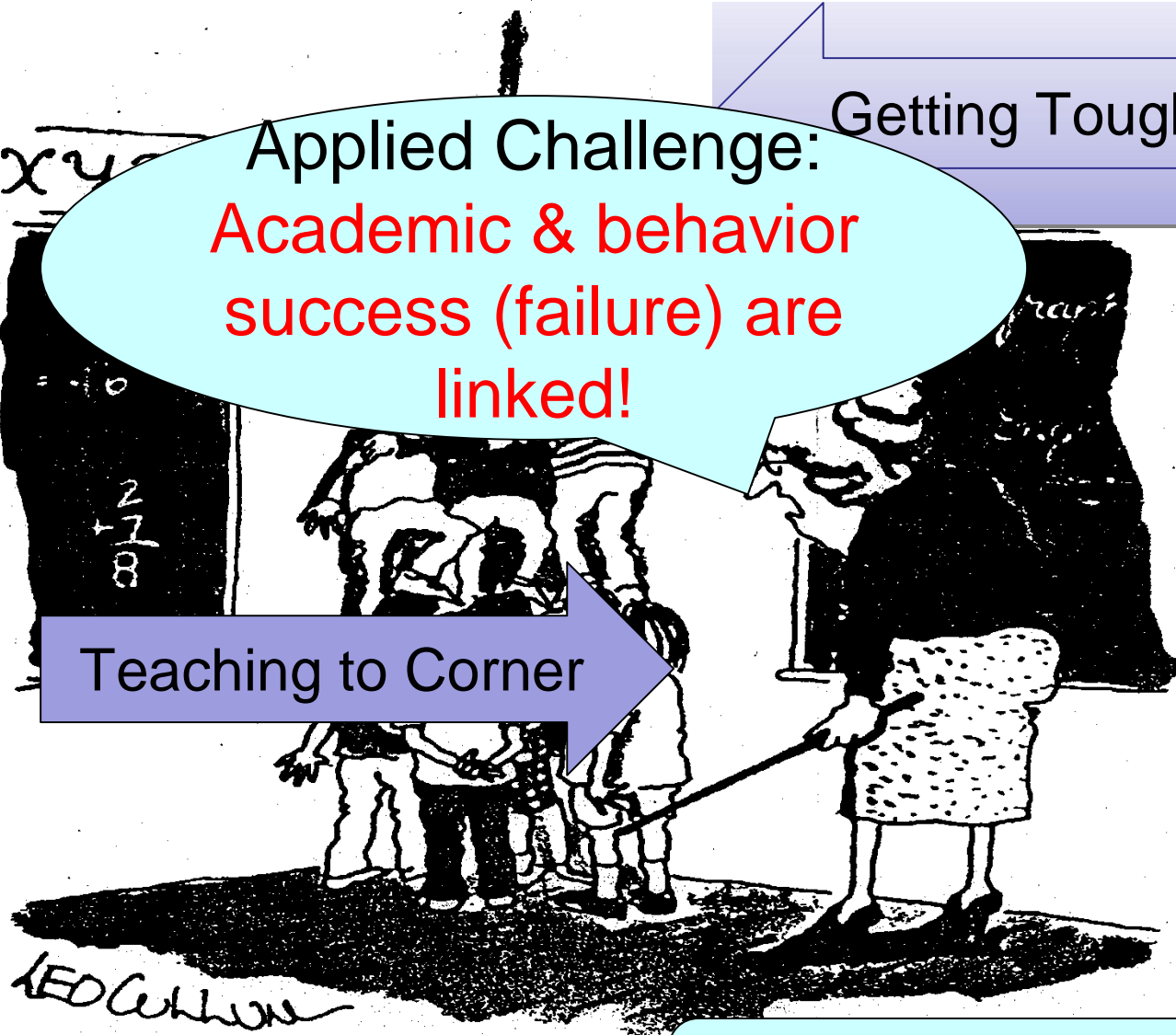




Getting Tough

Applied Challenge:  
Academic & behavior  
success (failure) are  
linked!

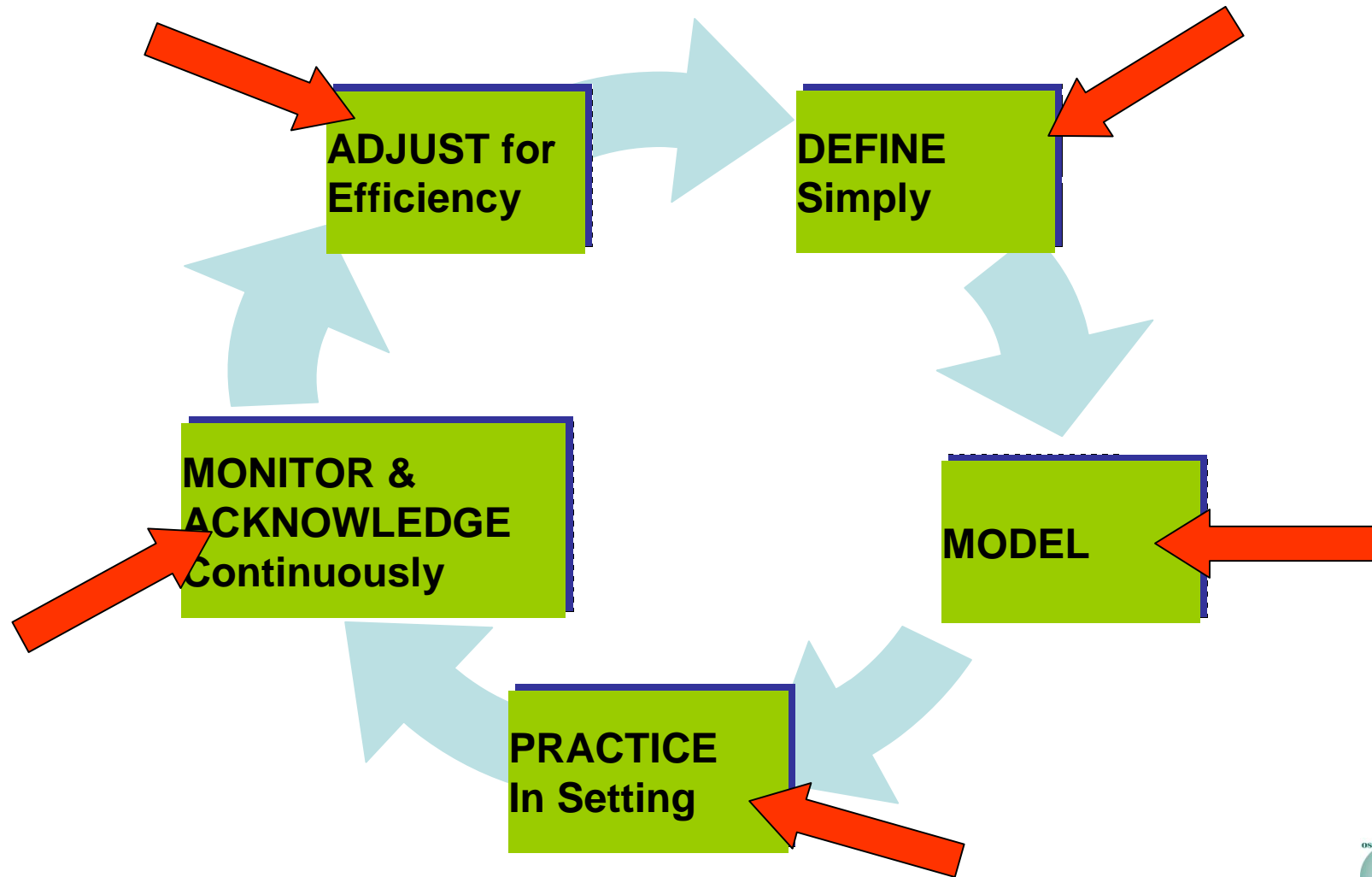
Teaching to Corner



*This is the worst class I*

Irony: Intention v. Actual

# Teaching Academics & Behaviors



## Changing Adult Behavior: 3 Guiding Principles for Professional Development

1.

*“Change is slow, difficult, gradual process for teachers*

2.

*“Teachers need to receive regular feedback on student learning outcomes”*

3.

*“Continued support & follow-up are necessary after initial training”*

# What are other issues ?

- Overview of Issues
- Sample Strategies that Attempt to Address Issues
  - Process
  - Implementation
  - Measurement
  - Professional Development



# Tier 3 Processes in Schools

- Setting the stage....
  - Function-based interventions have extensive applied research of effectiveness for students with the most serious problem behaviors
  - Challenge—applying a technically adequate and effective FBA process that has contextual fit with complex school environments



# What are the major issues for tier 3 implementation in schools?

- Process
- Implementation
- Measurement
- Professional Development

# Process issues

- Lack of standardized process, policy, procedures
  - One size for all? (i.e., what are the necessary components for an effective FBA?)
    - Direct methods—observations
    - Indirect methods—interviews, checklists, rating scales
    - Functional Analysis
  - Is function always necessary?
    - Structural assessment?
    - Effective instruction?
  - Experimental verification
    - Analogs?
    - Brief FA/SA?
    - Intervention as the verification?

# Implementation Issues

- Implementing efficient and effective FBA process in current school contexts
- Team implementation
  - Who, when, how
  - Where's the evidence for teams producing valid FBAs and BIPs without expert assistance?
  - Sustainability?

# Measurement issues

- Fidelity
  - Process and intervention implementation
  - Who measures fidelity?
  - How should it be measured?
  - Remediation?
- Student progress
  - Individual and systemic levels
  - What data do we want?
- Social validity
  - From teacher, student, parent, other perspectives
  - How acceptable and effective were the strategies?

# Professional development issues

- Skill vs performance deficits
  - Not only *can staff* but also *will staff*
- Skill deficit
  - How much training is sufficient
  - What kind of training
  - How delivered and by whom
- Performance deficit
  - Competing activities (busy)
  - Competing reinforcers (easier to ignore?)
- Methods of training
  - Same for all?
  - Determining key people who will be facilitators (knowledge, skills, characteristics) of Tier 3
  - Applying knowledge of how adults learn

## Activity: Reflecting on Current Practices...

- Do your current generic individual problem solving team meetings result in effective behavior support plans for kids?
- Do your current FBA/BIPs prevent problem behavior from occurring? Are youth responding to these supports?
- Do the interventions seem to be applied with integrity?
- Does special education eligibility affect which students have access to FBA/BIP?

# A Context for Positive Behavior Support

- A redesign of environments, not the redesign of individuals
- Plan describes what **we** will do differently
- Plan is based on identification of the **behavioral function** of problem behaviors and the **lifestyle goals** of an individual

# Big Ideas

- ❖ Understand interaction between behavior and the teaching environment

*Behavior is functionally related to the teaching environment*

- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors (*practice, practice, practice*)
  - Around individual student need / self-management
  - Classroom
  - School-wide



# What is a Functional Behavioral Assessment ?

“A process for gathering information used to maximize the effectiveness and efficiency of behavioral support” (O’Neil et al.)

- Operational definition of behavior
- Identification of events that are functionally related to behavior
- Identification of consequences that maintain behavior
- Hypothesis about function of behavior
- Direct observation to confirm/support hypothesis

# When to Conduct Functional Assessment?

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school “discipline” procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

# Key Features of Successful Plans

Behavior within objective based on a  
“functionally equivalent” replacement

Supplemental teaching plan clearly delineates

- What environment changes should be made
- What adults will do when replacement behavior displayed (Same/Similar Function!!!)
- What adults will do if problem behavior displayed (Not feed function)

# Basic Steps in FBA-BIP Process

1. Conduct functional behavioral assessment
2. Create plan based on functional assessment outcome
3. Develop infra-structure to support behavior change (system change)

# Positive Behavior Support Plan

- λ Teach replacement behavior(s) that result in same/similar outcome
- ❖ Environment should not allow problem behavior to result in previous outcomes
- λ Ideally replacement behavior should be more efficient than problem behavior

# Effective Instruction in A Nutshell

- Environmental arrangement
- Designed to reach defined outcomes
- Behavior Management
- Rules Routines
- Reinforcement
- Instructional strategies
- Opportunities to respond
- Promotes high levels of accuracy (80%)
- Specific feedback

# FBA – PBS Plan Process

*Success requires:*

1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) **among all school staff**

# Challenges for Districts

1. Universal level of PBS available for ALL students
2. Moving from one-student at a time, reactive approaches to capacity within schools to support the behavior of ALL students?
3. Developing and implementing systems needed for tertiary implementation
4. Referrals to Special Education seen as the “intervention”
5. FBA viewed as required “paperwork” vs. a needed part of designing an intervention
6. Interventions the system is familiar with vs. ones likely to produce an effect



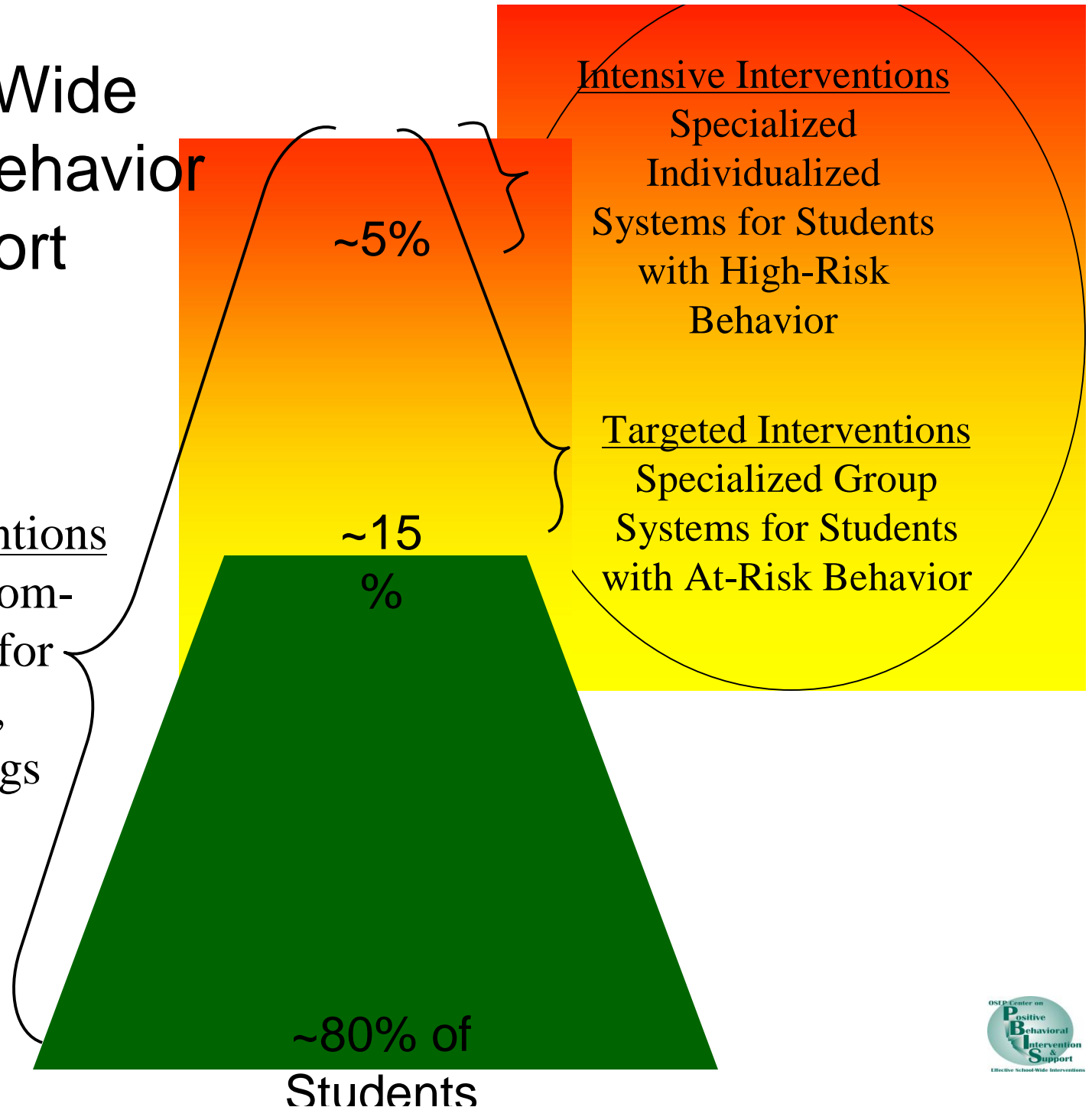
# How do schools get there?

## *Build parallel systemic processes*

- Provide school/district teams with a **process** to address the presenting challenge
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity

# School-Wide Positive Behavior Support

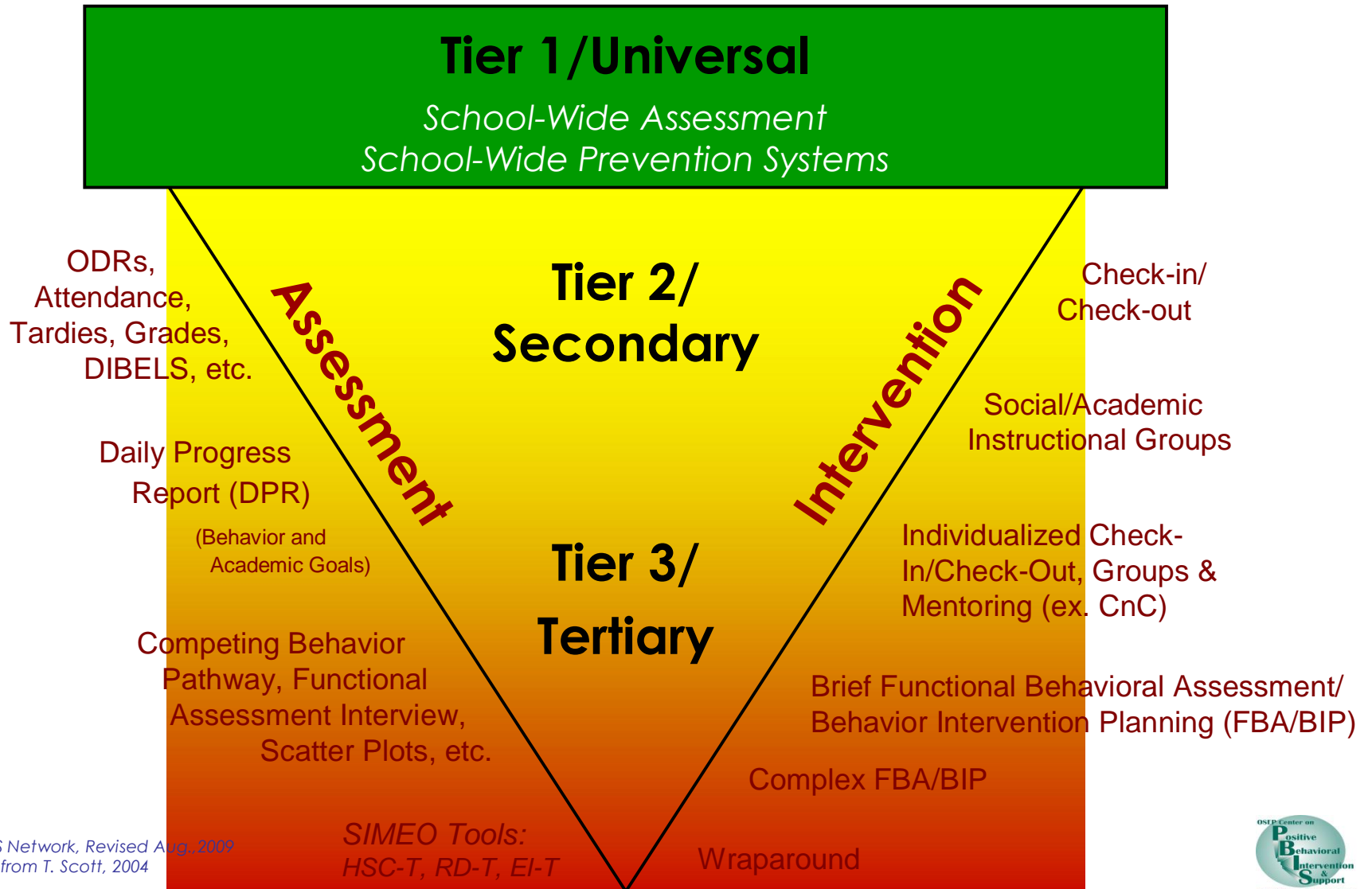
Universal Interventions  
School-/Classroom-  
Wide Systems for  
All Students,  
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# Lesson 1: Prevent the Need for Tier III

- Tier III interventions require...
  - Extensive expertise
  - Prep time
  - Resources, resources, resources
- Preventing Tier III
  - Solid Tier I foundation
  - 3-tier model for academics is in place
  - Access to several GOOD secondary interventions
  - Data-based decisions across tiers

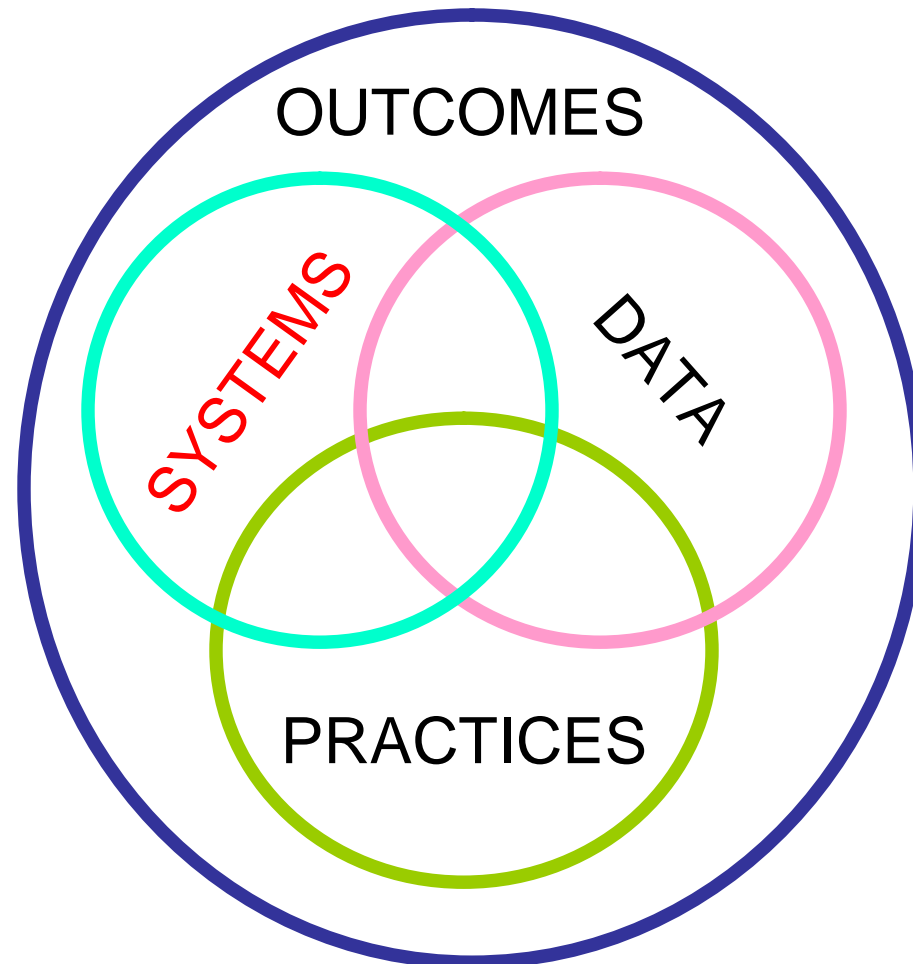
# Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Positive  
Behavior  
Support

Social Competence &  
Academic Achievement

Supporting  
Staff Behavior



Supporting  
Decision  
Making

Supporting  
Student Behavior

# PBS Process

## Practices: (what we do for students)

- Outcomes/Objectives
- Research Supported
- Technical assistance input
- Stakeholder input

## Systems (how we support adults)

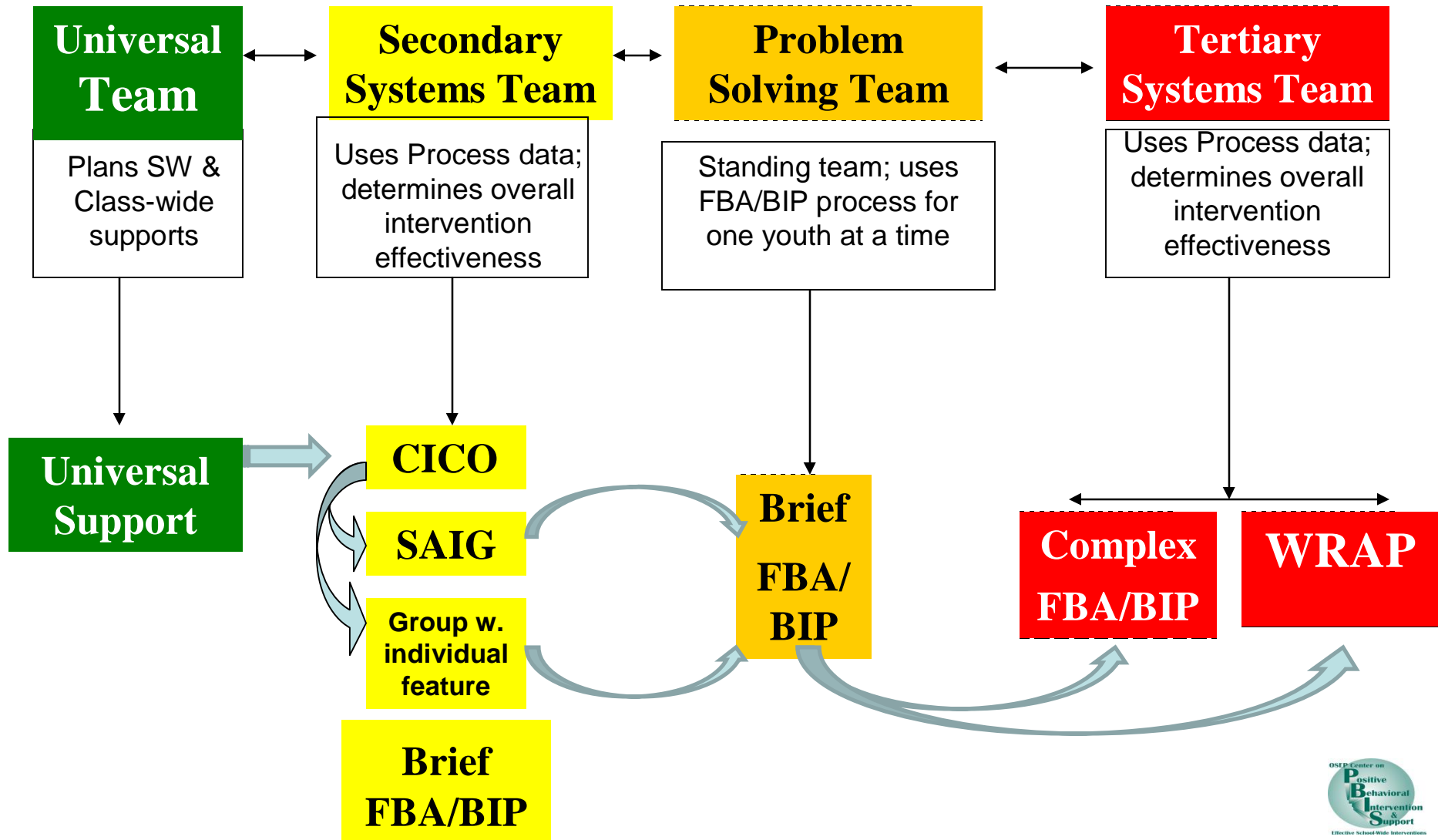
- Administration Active Participation and involvement
- Staff Buy In/ownership
- Common language/approach/community of practice
- Evaluate current systems – modify current system, develop new system
- Training
- Coaching- ongoing support
- Information Dissemination- Marketing
- Performance feedback- provide frequent positive and instructional feedback

## Data (how we make decisions) student outcomes, staff perception, system analysis, cost benefit

- Process/procedures/agreement /decision rules on how to respond to appropriate and inappropriate behaviors in all area of the building
- Computer application
- Decision making/problem solving process

# 3-Tiered System of Support

## Necessary Conversations (Teams)



# Research Findings on “Scaling Up”

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
  - Information dissemination alone
  - Training by itself



# Research Findings on “Scaling Up”

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- What works
  - *Long term, multi-level approaches*
  - *Skills-based training*
  - *Practice-based coaching*
  - *Practitioner performance-feedback*
  - *Program evaluation*
  - *Facilitative administrative practices*
  - *Methods for systems intervention*

# “Behavior Basics”

- Behavior = *Purposive & Communitive*
- Reinforcement = *Add or take away something, behavior goes up*
- Punishment = *You do something behavior does not occur again*
- Setting events = *before behavior*
- Discipline = *to teach*
- Shaping = *baby steps*

# Behavior

- What comes to mind when I say this word - behavior?
- List four or five ideas and share with a neighbor.

# Behavior is:

Purposive  
(serves purpose)

Non-Purposive  
(physiological, sensory)

**Behavior = Person + Environment**

(Hunt, 1974)

# Assumptions

- Behavior is purposive
  - Learned
  - communicative
- Plans are developed based on purpose
- Prevention is about supports and interventions through teaching and adapting

# Assumptions

Prevention assumes there is a bigger

WHY

Increase everyone's options

# Reinforcement

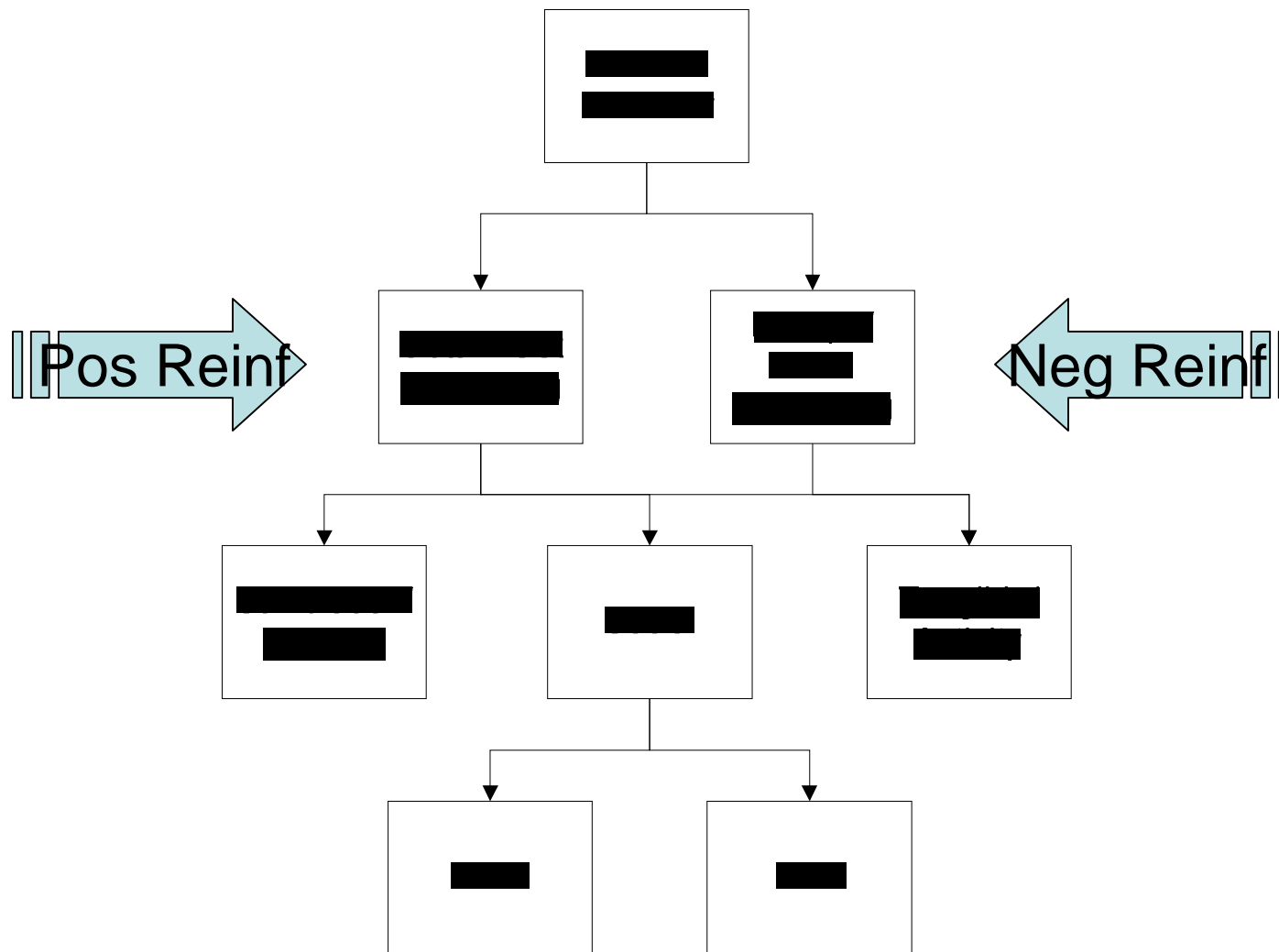
- What comes to mind when I say this word - reinforcement?
- List four or five ideas and share with a neighbor.

# Reinforcement

- Addition of preferred stimulus; or
- Removal of a negative stimulus
- Follows a behavior
- Increases or maintains the behavior
- Sometimes we think we are punishing, but we are rewarding



# Functions



# Activity

- Examples and Non Examples of Positive and Negative Reinforcement

# Punishment

- What comes to mind when I say this word - punishment?
- List four or five ideas and share with a neighbor.

# The Trials

**Punishment=** An event that follows a behavior that decreases the likelihood that behavior will occur in the future.

What is time out?

# Principals of Behavior

- Behavior can be effected by the consequences it produces
  - What do you do that does not serve a purpose?
- Certain events/variables can trigger certain behaviors (antecedents)

# Question

Have you ever had a flat on your car, then yelled at the dog when you got home?

# Setting Events

Variables (antecedents) that effect behaviors  
in the future

This is why quality of life is a factor

(From Smith & Iwata, 1997)

# Behavior provides information

- Information **builds relationships**
- **Information also increases empathy**  
which guides teachers' support of students
- **Needs** of students help **identify potential supports**



# Discipline (Another Key Component of Prevention)

What comes to mind when I say this word -  
discipline?

List four or five ideas and share with a  
neighbor.

# Discipline

From Disciplus - to teach

# Shaping Behaviors

What comes to your mind when I say  
someone is “shaping” behavior?

# Shaping

- Teaching new behaviors by not acknowledging the problem behaviors
- Prompting what you want to see
- Reinforcing behaviors that bring the person closer to the goal.

# Break

# Essential Steps to Individual PBS Plans

1. Request for assistance
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
  - Indirect measures
  - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
  - Social skill instruction
  - Self management
  - Environmental modifications
7. Implement, Monitor and Evaluate progress

# 1. Request for Assistance

- Decision Rules for Access for Tier 2,3
  - What is the ticket in?
  - Most should be in place by Halloween

## 2. Operationally define problem/replacement

*Describe behavior such that it is observable and measurable*

- 1. Frequency- how often*
- 2. Topography –what it looks like*
- 3. Locus - location*
- 4. Duration –how long*
- 5. Latency- time between request and behavior*
- 6. Force or intensity- annoying or hurtful*



# Defining Problem Behavior

- Precision statement example

# Behavioral Objectives

Specific and measurable statements about expected or desired behaviors and levels of performance at the end of an instructional time period

*During a 20 minute recess period, Jake will verbally respond to peers in a positive or neutral manner in 80% of opportunities for three consecutive days by the end of the first term.*

# Four essential components of all objectives

learner .... who

behavior ... what

condition .... when, where

criterion... how much and by when

# 3. Background/archival data collection/Environmental Assessment

## Record Review

- Attendance
  - Health history
- Onset of current problems
  - Past services or interventions
- Effectiveness of previous interventions
- Previous educational functioning
- Previous assessments
- Sensory screening
- Discipline Referrals

## 4. Functional Behavioral Assessment

*Behavior is learned*

- *Do not assume children know your rules, expectations, or social skills*
- *Every social interaction you have with a child teaches him/her something*

# *Behavior communicates need*

- *Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive*
- *Need is determined by observing what happens prior to and immediately after behavior*

# It works!!

Concerned with the *functional relationships between BEHAVIOR and the TEACHING ENVIRONMENT* •  
*“Functional Relationships”*

*When “X” happens, high degree of likelihood “Y” will result*

# Functional relationships with the Teaching Environment

*Events that follow behavior Following a student behavior the environment “gives” something to the student and student behavior maintains or increases -- what ever was given is reinforcing to that individual*



# *Events that follow behavior*

*Following a behavior the environment allows the student to stop an activity or is removed from the situation and the student behavior maintains or increases -- the event the student is avoiding is aversive to that individual*

# Get/Acquire -- “Positive Reinforcement”

- Receive attention from adults or peers
- Receive tangible objects or access to preferred activities
- Get automatic sensations

# Escape/Avoid -- “Negative Reinforcement”

- Escape adults or peers
- Avoid tasks or responsibilities
- Avoid automatic sensations

# *Events that precede behavior*

Events in the environment can “trigger” challenging behavior - they serve as cues for the student to perform a behavior because the student can predict the outcome when the cue is present

# What antecedent events reliably precede problem behavior?

- When does the behavior occur?
  - What activities are taking place?
  - What people are present?
  - How is the environment arranged?
- When is the problem behavior absent?
  - What activities are taking place?
  - What people are present?
  - How is the environment arranged?

# Are there setting events that reliably precede problem behaviors?

- What earlier events seem to make the behavior more likely?
  - Illness?
  - Is the behavior cyclic?
  - Have there been changes at home?
  - Is the student having interpersonal problems?

# Functional Assessment

## Pre-Assessment/ Indirect

- Interviews
- Rating Scales
- Student Guided

## Direct Observation/Direct

- A-B-C
- Checklists

## 5. Develop hypothesis regarding function of problem behavior

Hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

When this occurs...

The student does....

To get/avoid...



# Common Hypotheses

- Receive attention from adults & peers
- Receive tangible objects or access to preferred activities
- Avoids interaction with adults & peers
- Avoids tasks or responsibilities

# Primary versus Precision Statements

- **Primary Statements**

- Jake has too many referrals
- He has more suspensions in September than last year
- He does not pay attention
- He is out of control
- He is disrespectful is out of control

- **Precision Statements**

- Jake is most likely to receive a referral during independent math work. He walks around the room talking to his peers and does not respond to teacher direction to remain seated. This behavior occurs every day during seat work.....

# FBA/BIP

## Competing Behavior Pathway

Setting  
Events  
(slow  
triggers)

Antecedents  
(fast triggers)

Challenging  
Behavior

Maintaining  
Consequence

Function:

Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S., 2000

## 6. Develop a PBS plan

- Teach replacement behavior(s) that result in same/similar outcome
- Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be more efficient than problem behavior
- Describe what behaviors are expected of the student and how they will be taught and supported
- Describe the changes in the environment that are designed to alter a student's behavior
- Describe what adults will do differently in an effort to alter what the child does
- Describe what academic, schedule, etc., changes will be made to support new behavior

# PBS plan should make problem behavior

- **Less effective**, by neutralizing setting events and removing antecedents that prompt problem behavior,
- **Less efficient**, by selecting replacement behaviors that require less effort to access reinforcers than problem behavior, and
- **Less relevant**, by decreasing access to consequences that maintain problem behavior and increasing access to consequences that maintain acceptable behavior.

# Using FBA to Design Effective Support: The Simple BIP

- How can we **prevent** problem situations?
- What should we **teach** as a replacement behavior?
- How to increase **reward** of appropriate behavior?
- How to **minimize reward** of problem behavior?
- Are **negative consequences** for problem behavior needed?
- Are **safety** routines needed?
- What **data** to collect?
  - Are we doing the plan?
  - Is the plan working?

# Throughout Process: Remember Strengths-Based Planning

What does the student like or enjoy?

What is the student interested in?

What does the student like to talk about?

Read about? Draw about? Write about? Play with?

- Identify where, when, with whom the student IS successful.

# Replacement Behaviors Must Be:

- Do-able
- Efficient
- Serve the same function
  - Socially appropriate

**These skills have to be directly taught**



# Using Cool Tools (Direct Instruction) to Teach Replacement Behaviors

- 1) **State** behavioral expectations
- 2) **Specify** observable student behaviors(rules)
- 3) **Model** appropriate student behaviors
- 4) Students **practice** appropriate behaviors
- 5) **Reinforce** appropriate behaviors

# Replacement Behavior Needs:

*Teach student how communicate need for:*

- Help
- A break
- Interaction
- Attention
- Time alone
- Reduced demands
- Alternative assignment
- More time to finish
- Movement

# Replacement Behavior Skills

- Must be specific
  - Observable, Acknowledgeable, Teachable (O-A-T)
- Can be taught individually, in small groups, with whole class or whole school
  - Example of use of S/AIG:
    - Academic behavior skills (organization, raising hand)
      - Problem solving skills (deep breathing, get help)
      - Pro-social skills (ask to play a game, say 'hi')

# Replacement Behavior Skills

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# FBA/BIP

Competing Behavior  
Pathway

Desired  
Behavior

Maintaining  
Consequence

Setting  
Events  
(slow  
triggers)

Antecedents  
(fast triggers)

Challenging  
Behavior

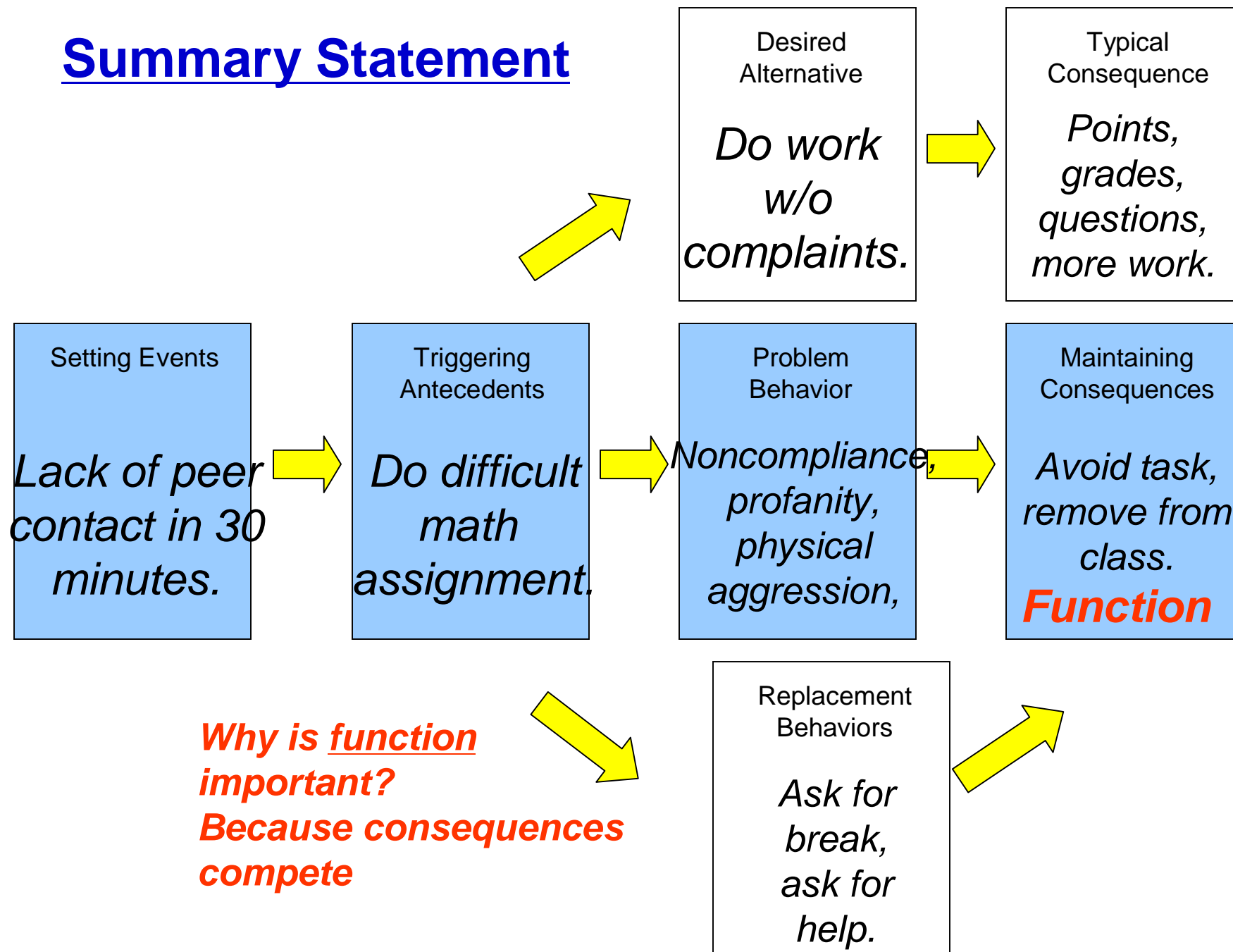
Maintaining  
Consequence

Function:

Replacement  
Behavior

Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S., 2000

# Summary Statement



## Setting Event Manipulations

*Arrange for peer interaction before math class*

*Provide positive adult contact*

*Sit with preferred peer*

## Antecedent Manipulations

*Introduce review type problem before difficult tasks*

*Remind of replacement behaviors*

*Do first problem together*

## Behavior Manipulations

*Teach options to problem behavior:*  
*1. Ask for break*  
*2. Ask for help*  
*3. Turn in assignment as is.*

*Teach missing math skills*

## Consequence Manipulations

*Immediately reinforce entering class.*

*Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)*

*Give break & help*

*Sit with preferred peer when done*

## 7. Implement, Monitor and Evaluate progress

- Implementation fidelity
- Student progress monitoring o Environmental
  - Re-teach
  - Increase Reinforcement
  - Re-assessment



# Example: Individual Student Daily Progress Report

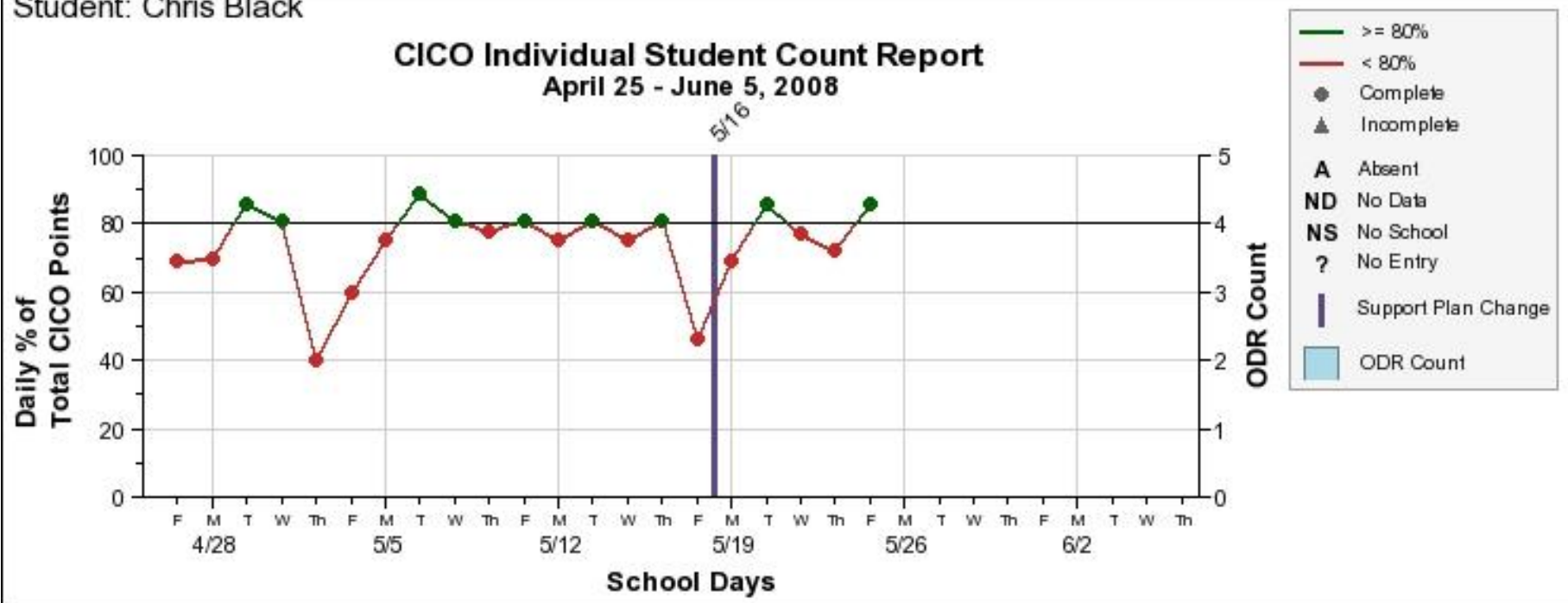
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1 st block	2 nd block	3 rd block	4 th block
<b>Be Safe</b> Use your words Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b> Keep arm's distance Use #2 voice level when upset	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Ask for breaks Self-monitor with DPR	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

Student: Chris Black

# **CICO Individual Student Count Report** **April 25 - June 5, 2008**

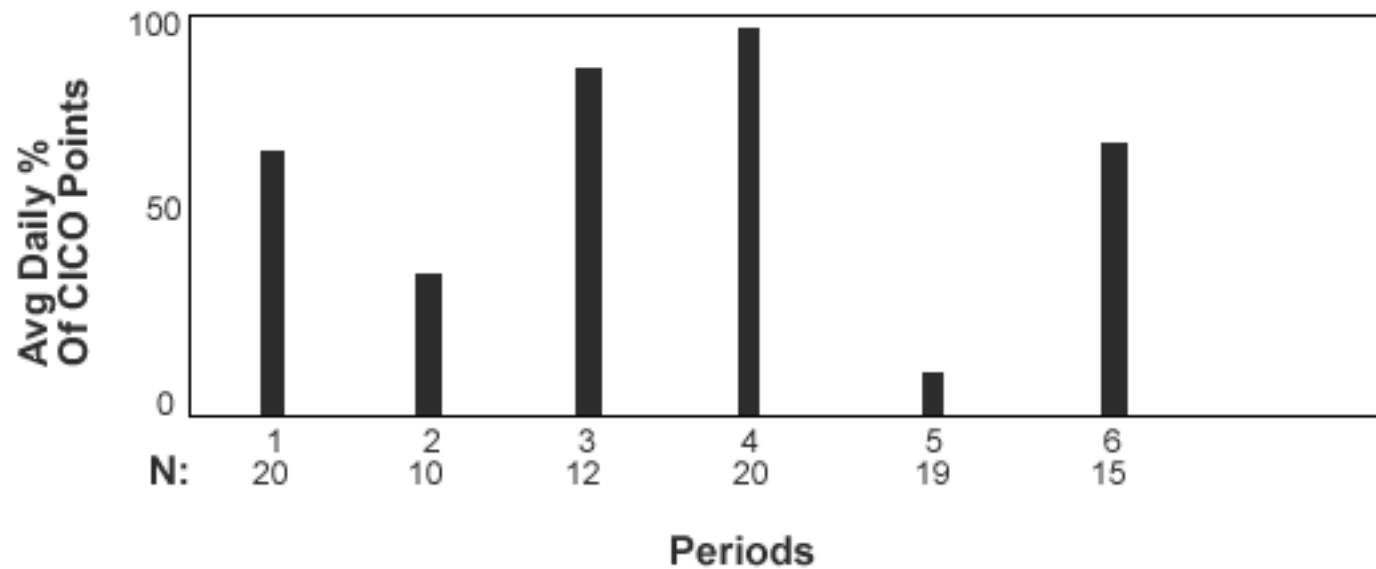


# Check-in Check-out Embedded Within SWIS

## Individual Student Period Report

Jane Doe

September 1 - September 20, 2006: 20 days



# **Sample: Assessing Implementation**

## **Behavior Support Plan Weekly Assessment**

Student: \_\_\_\_\_ Week: \_\_\_\_\_

### **To what level did we implement the plan we proposed**

Low Moderate High

1 2 3 4 5 6

### **To what degree is the plan having a positive impact on the student?**

Low Moderate High

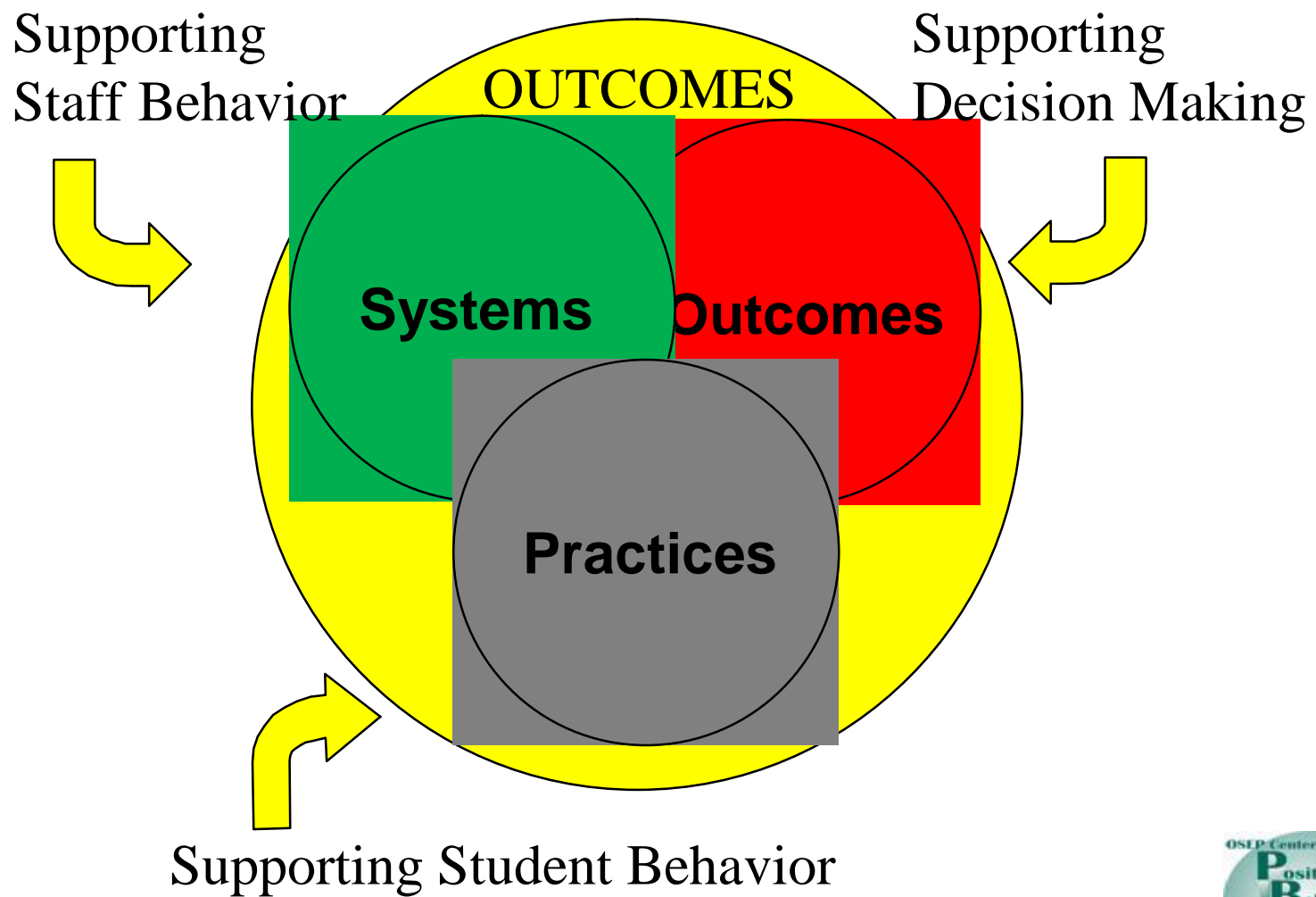
1 2 3 4 5 6

# Part 2

- Developing Systems to Support Plans

# Lesson 2: District Support is Critical

- Coaching/Technical assistance
  - Data systems and use
  - Efficient team meetings
  - Efficient FBA and support planning
  - Putting out fires
- Initial and ongoing training
  - Plan out 2-3 years to build Tier III capacity
  - Training
    - Model of function-based support
    - FBA strategies
    - Support planning



# Practices

- Continuum of supports
- Documentation for targeted and intensive interventions
  - What intervention consists of
  - Materials needed
  - Data-based decision rules
  - Plan for progress monitoring
- Interventions for academic and social behavior linked





# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## Academic Systems

### Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

### Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

1-5%

1-5%

5-15%

5-15%

80-90%

## Behavioral Systems

### Tier 3/Tertiary Interventions

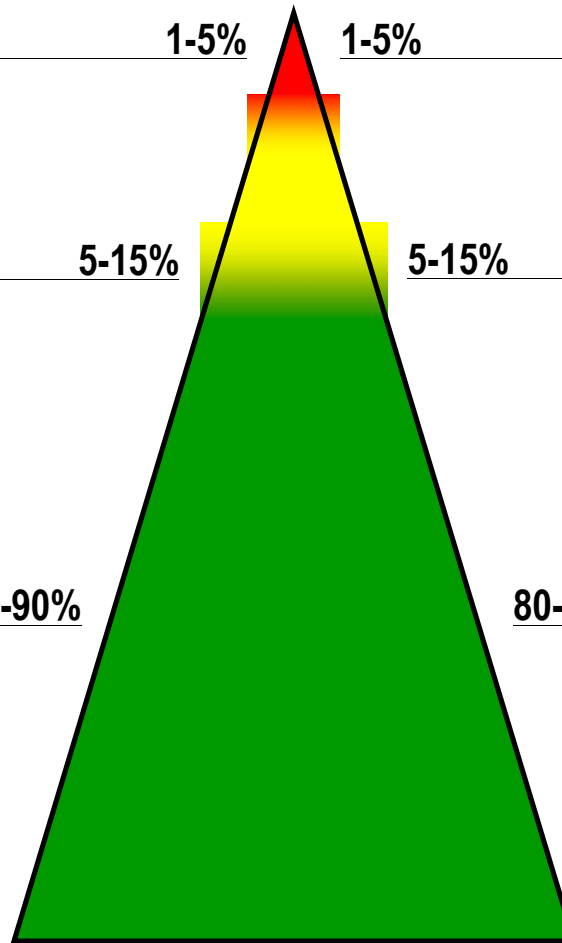
- Individual students
- Assessment-based
- Intense, durable procedures

### Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

### Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

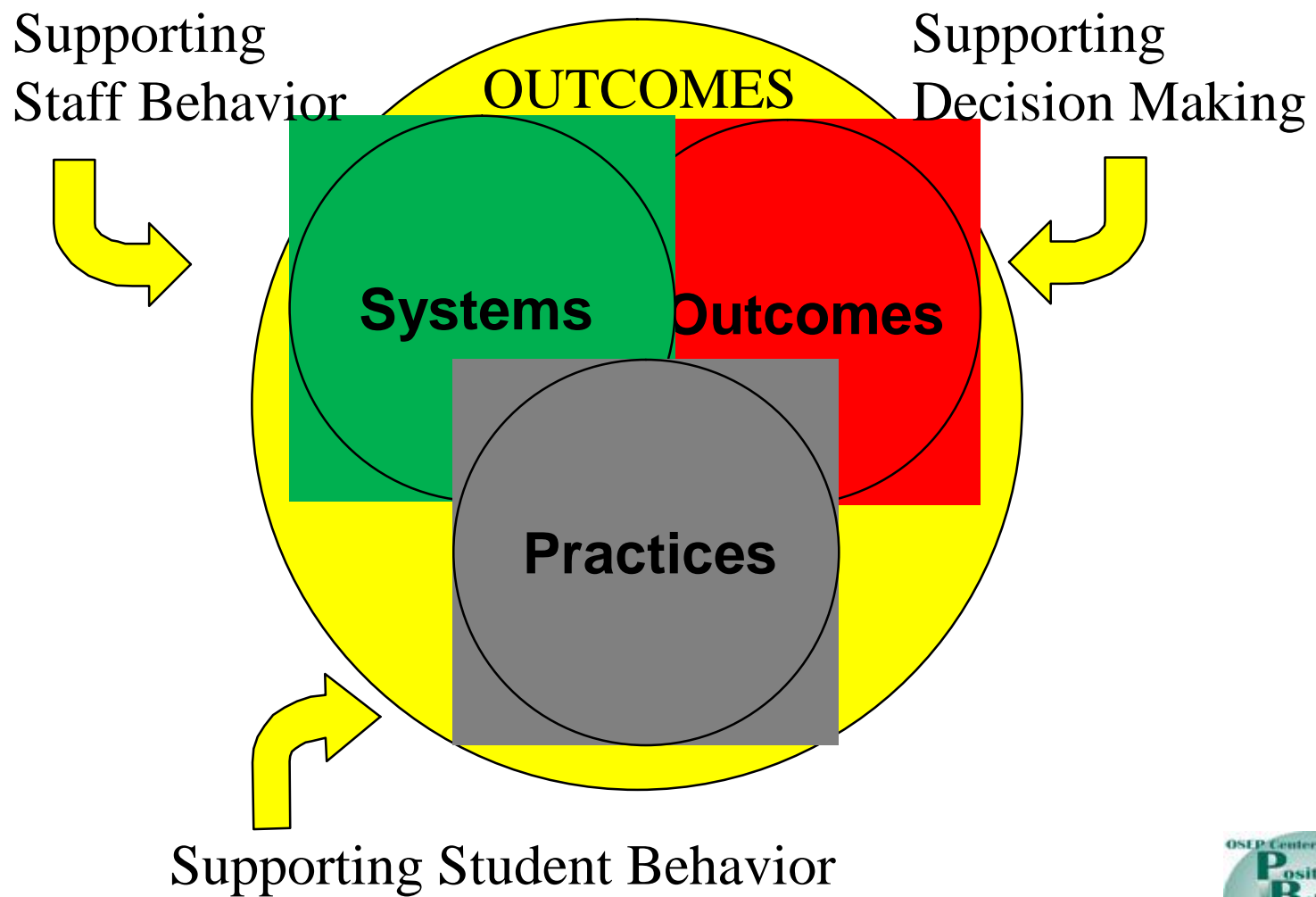


Illinois PBIS Network, Revised May 15, 2008.  
Adapted from "What is school-wide PBS?"  
OSEP Technical Assistance Center of Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>



# Practices

- Continuum of supports
- Interventions for academic and social behavior linked
- Multiple ways of identifying students who may benefit
  - Office discipline referrals
  - Request for assistance
  - Formative evaluations



# Systems

- Teams to support all students
  - SWPBS/leadership team
    - Guide implementation of universal intervention
    - Monitor outcomes and process (fidelity)
    - Braid incoming initiatives into SWPBS
    - Communicate with school community about SWPBS
  - Teams to
    - Build systems and interventions for secondary tertiary
    - Progress monitor
    - Conduct FBA & wraparound and build interventions

# Example: IPBS Systems

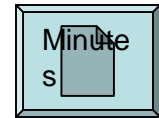
Goal: Build systems and interventions for secondary tertiary

- Initial “new teams training” & admin training
  - Focus on systems and progress monitoring
- Monthly district team meetings
  - Support plan coaching
  - Systems for Tier II interventions
    - What skills/materials are needed?
    - What are target behaviors?
    - What is the goal?
    - What defines progress and lack of progress?



# Example: IPBS Systems

- Teams to support all students
  - SWPBS/leadership team
  - IPBS Team
    - Responsibilities
    - Membership
      - Coordinator
      - Administrator
      - FBA coordinator
      - Targeted interventions coordinator
      - Academic specialist
      - Representation from Regular and Special ed.



# Example: IPBS Systems

- Teams to support all students
  - SWPBS/leadership team
  - IPBS team
  - Student-focused team
    - Responsibilities
      - Conduct functional behavior assessment
      - Build support plan
    - Membership
      - Someone with expertise in function-based support
      - Teacher(s), other stakeholders
      - Parent, student

## Example: Illinois PBIS

- Tertiary Systems Planning Team
- Secondary Systems Planning Team
- Secondary (Generic) Problem Solving Team
- Individual Youth FBA/BIP Team
- Wraparound Team
- District Tertiary Leadership Team



## Example: Illinois PBIS's Tertiary Planning Team

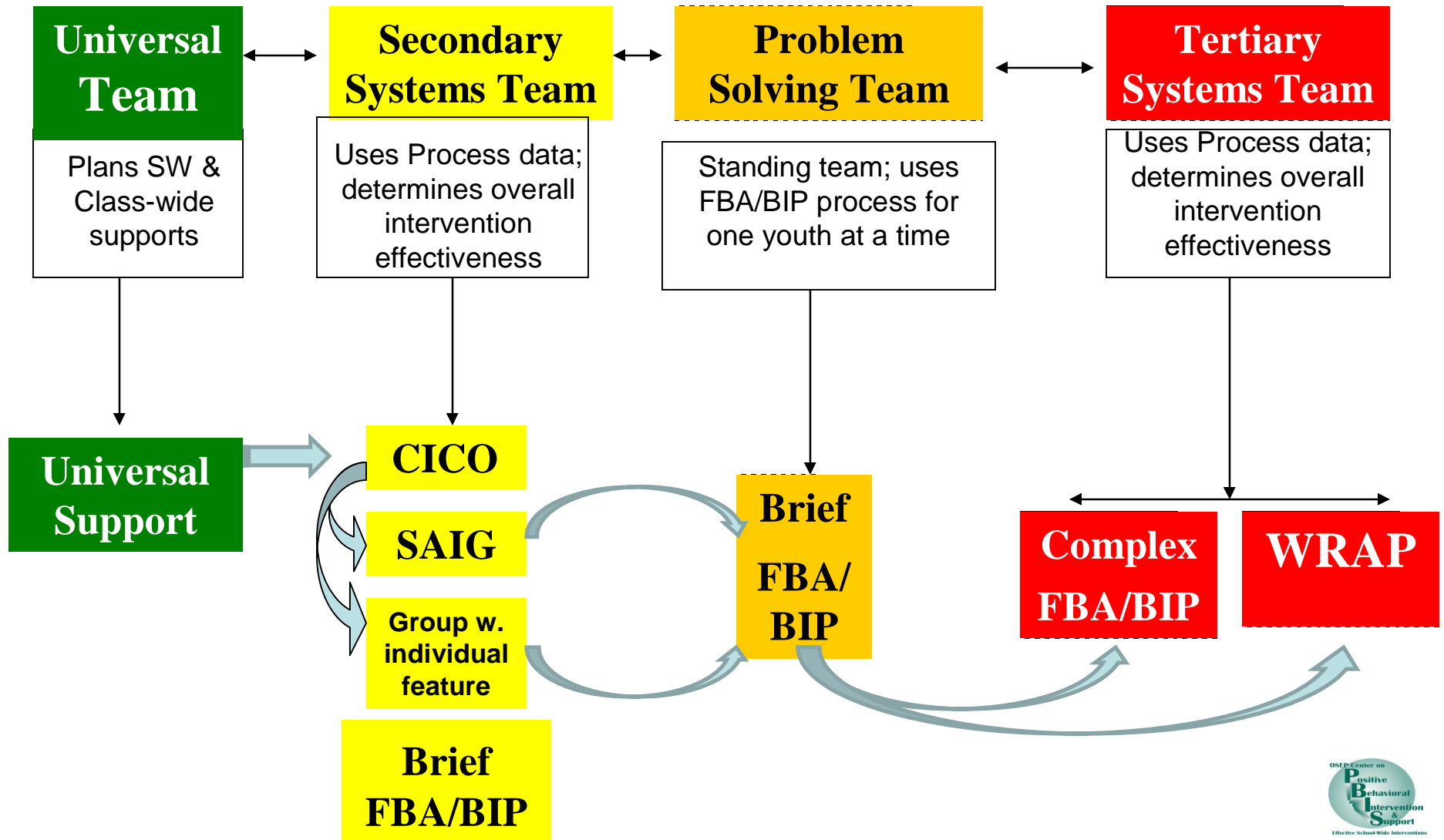
- Administrator
- Social worker/guidance/school psychologist
- General Educator
- Special Educator
- Tertiary Coach

# Example: Illinois PBIS's Tertiary System Planning Team

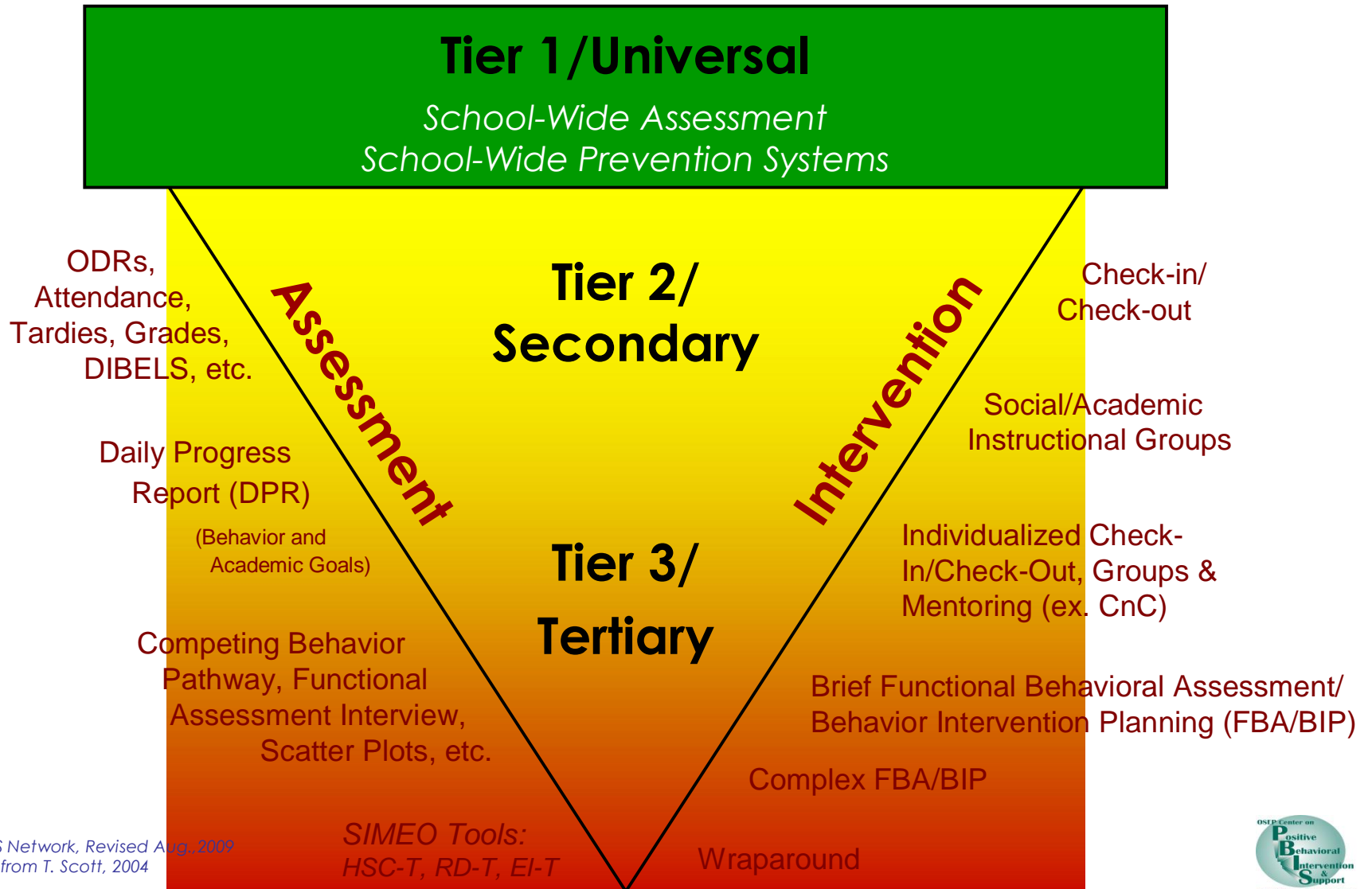
- Building-based team
  - Supported by Tertiary Coach
  - Review/assess all levels of intervention
    - Data, referrals, team perspectives
  - Focus on effectiveness of Tertiary interventions (data, not individual students)
  - Pull interventions down to Universal & Secondary levels (efficiency)
  - Strengthen Tertiary interventions with Universal & Secondary (effectiveness)
  - Support wraparound facilitators

# 3-Tiered System of Support

## Necessary Conversations (Teams)



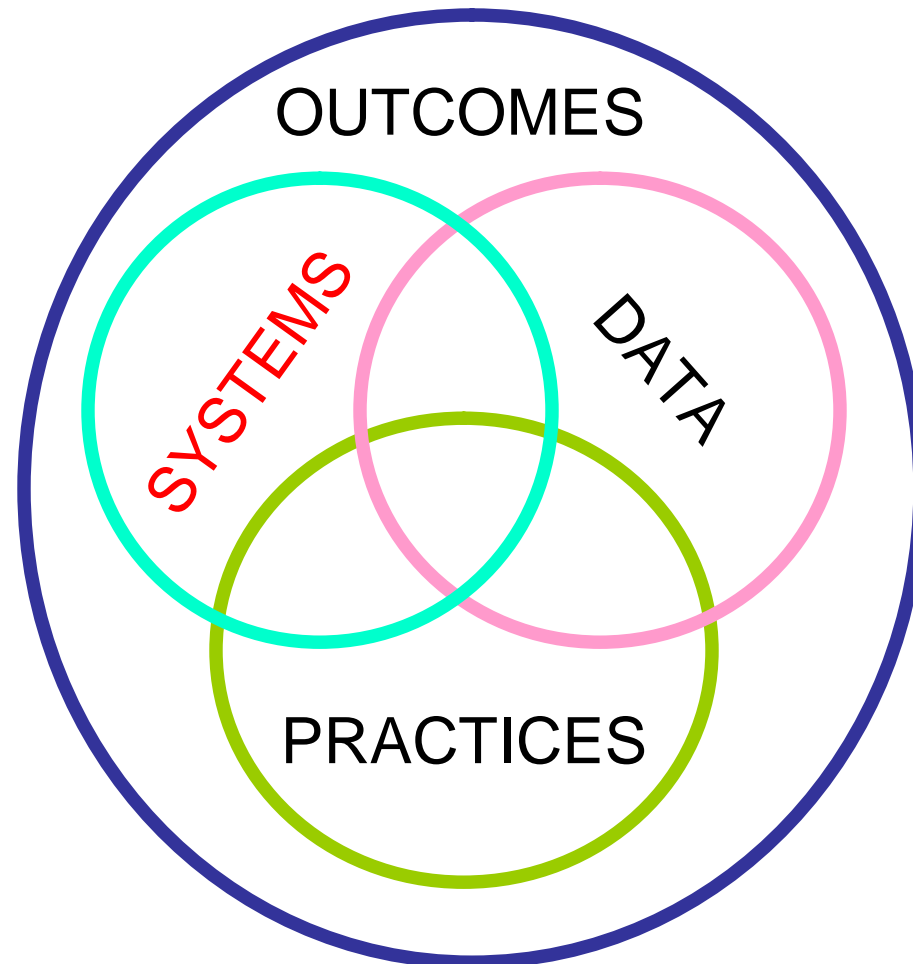
# Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Positive  
Behavior  
Support

Social Competence &  
Academic Achievement

Supporting  
Staff Behavior

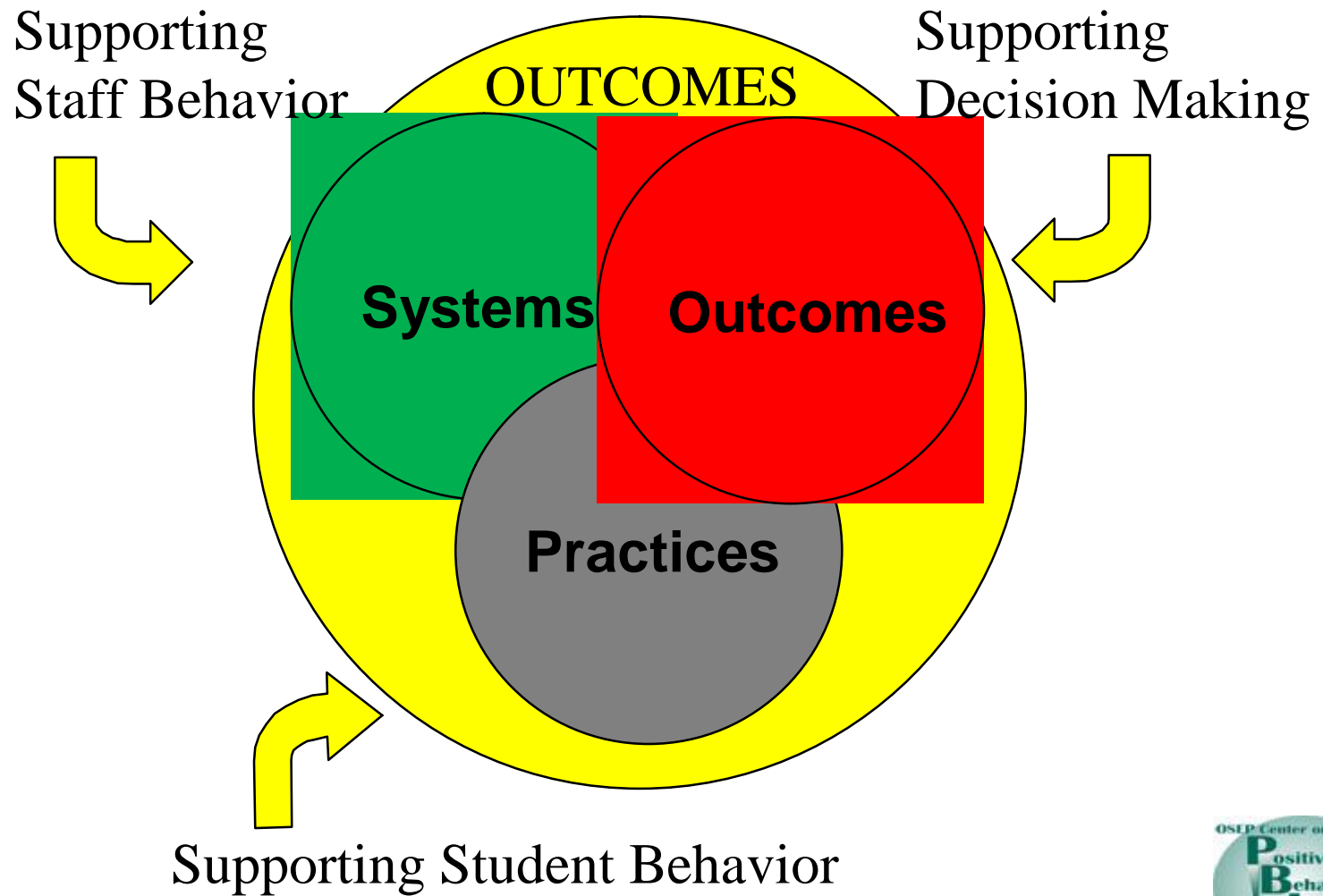


Supporting  
Decision  
Making

Supporting  
Student Behavior

# Systems

- Teams to support all students
- System for monitoring outcomes
- Access to assistance
  - Assistance for teachers
  - Assistance for team members
- Link across continuum of PBS (universal, targeted, intensive)
- School-family connection



# Outcomes/Data

- Individual students
  - Tools for data collection
  - Tools for easy graphing and evaluation
  - Teachers receive feedback regularly
  - Parents receive feedback regularly
- Effects of system monitored
  - Outcomes
  - Fidelity
  - Social validity

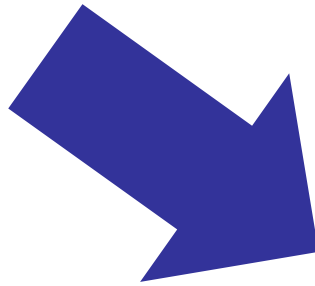
Daily

Fidelity





- Our Goal: Supporting students with significant challenges
  - With positive outcomes
  - With fidelity
  - Over time



DISTRICT  
SUPPORT

# Districts Support School Practices

- Practices to be supported
  - Targeted interventions
  - Function-based support
  - Data-based decision rules
- District support
  - Investment in 2-4 targeted interventions
  - Initial and on-going training for relevant personnel
    - Build capacity in efficient FBA
    - Technical assistance available for comprehensive FBA/BSP
    - On-site coaching for new IPBS schools
  - Hiring practices promote implementation of evidence-based interventions

# Districts Support School Systems

- District teams support school teams
  - District leadership team
  - District IPBS team
- SWPBS a priority for district
- Funding available for school SWPBS efforts

# Districts Support School Use of Data

- District provides schools data system—all tiers
- District uses data to guide decision-making
  - Training needs
  - Support needs
- District highlights important outcomes for stakeholders

# IPBS Timeline

## **Year 1**

**Summer/Fall**

- Team functioning
- Data-based Decision-making

## **Year 2**

- FBA/BSP Advanced
- Targeted Intervention Systems
- Family involvement

**Year 1  
Winter/  
Spring**

**Efficient FBA  
CICO/BEP**

## **Year 3 and on**

- Formative Evaluation
- Sustainability
- Monitoring Systems Effects

# Summary

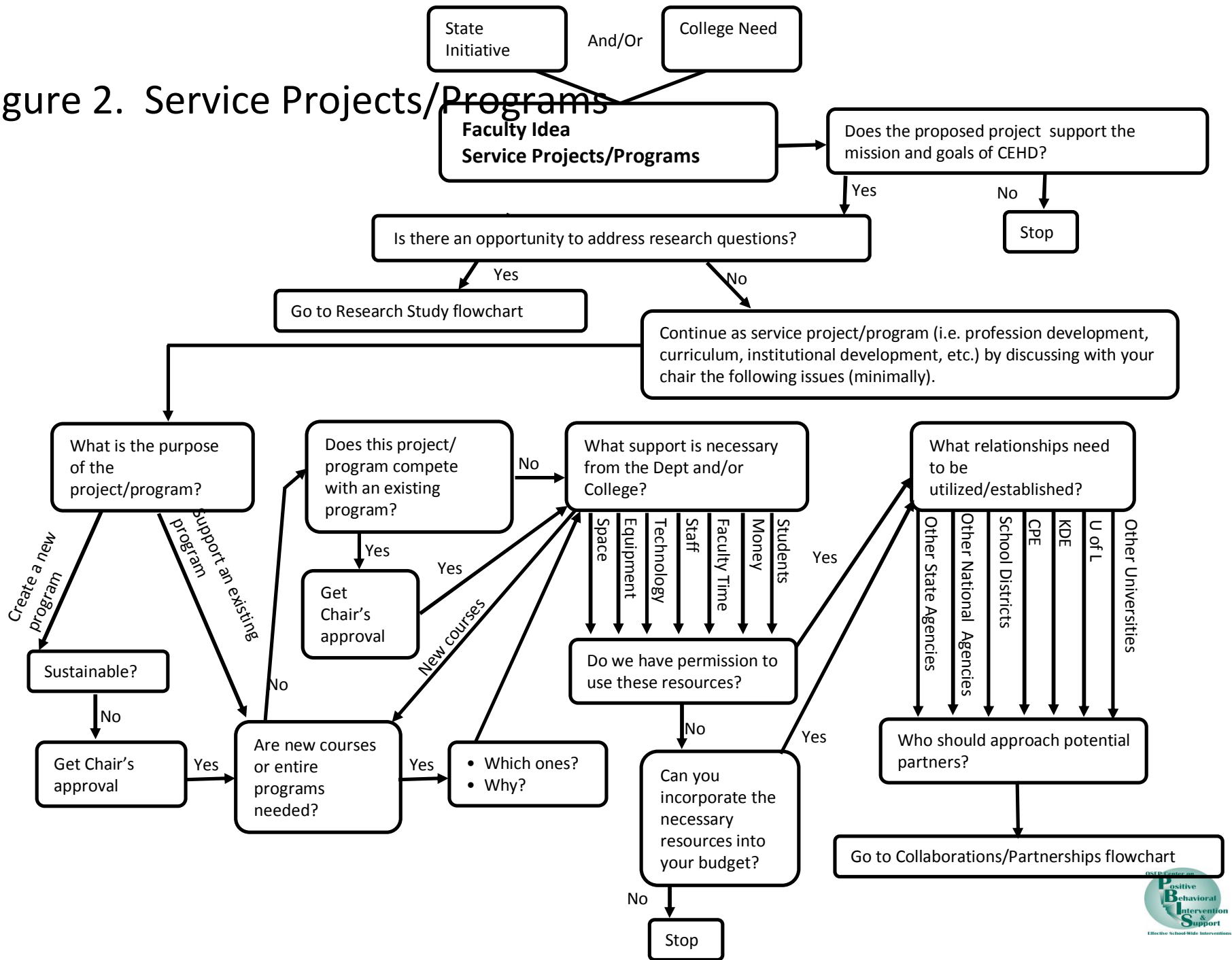
## DISTRICT SUPPORT AND ACTIVE INVOLVEMENT

making

# Lesson 3: Keep it Simple

- [FBA process](#) clearly delineated
- Clear levels of FBA w/defined roles
  - [Simple](#)
  - [Efficient](#)
  - Complex
- [Template](#) for support planning
- Tools for progress monitoring

Figure 2. Service Projects/Programs





# Un-Simplified FBA

1. Operational definition of behavior
2. Identify the predictable antecedent-behavior-consequence chains
3. Determine stimulus control and the operant function
4. Verify function using analog experimental analyses
5. Determine the appropriate functional replacement behavior
6. Manipulate antecedent and consequence events to facilitate the replacement behavior?
7. Develop a measurement system to evaluate intervention

**Keys: Prompts Graphics Coaches**

# Simplified FBA

## Simplify Vernacular

- In special education we often use acronyms or terminology that are difficult for others to understand.
  - Just using the term “function” may be less effective than saying “*how behavior meets a student’s needs*” or “*how behavior helps the student communicate*” or “*why they’d want to do it*” or “*purpose*” or “*what’s in it for them?*”

## Simplify Rationale

- Simplified rationale
  - If we can predict it then we can prevent it – and that will save time and effort
  - The FBA is just the information we need in order to build an effective intervention plan

## Simplify Procedures

- What’s the least amount we could do to make this student be successful?
- Prompting, Graphics, Coaching, Support

# Summary

The BIP includes:

- Antecedents
  - Expectations, time, environment, routines
- Instruction
  - Curriculum, prompts, engagement, modeling
- Consequences
  - Functional consequences for positive and negative behavior

# Behavior **Intervention** Plan

- Prevention first (antecedents)
  - If you could have \$10,000 if it happened tomorrow . . .
- Effective Instruction (Behavior)
  - Do they know it and can they do it
  - Show them how (model), engage them, teach it!
- *Functional* Consequences
  - Meet needs when behavior is appropriate
  - Not meet needs when behavior is inappropriate

## **START**

**What do you want him/her to do?**

**Will this meet their functional needs?**

# What can you do...

- Tomorrow
- By the end of the school year...
- During the summer break...
- By the beginning of the new school year..

# Resources

- Guess and Check
- Efficient FBA- FACTS
- Student Assisted Functional Assessment Interview
- Form F Competing Pathway
- Good Day Plan
- Time Out of Class Form

# Books

Building Positive Behavior Support Systems in Schools  
Functional Behavioral Assessment

Deanne A. Crone

Robert H. Horner

Functional Behavioral Assessment and Function-Based Intervention: An  
Effective, Practical Approach

John Umbriet, Jolena B. Ferro, Carl J. Liapsin, Kathleen Lane